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ABSTRACT

A 75-citation annotated bibliography on the secondary to postsecondary transition of learning-disabled (LD) students is preceded by a brief review of the literature addressing the following areas: secondary education and the LD adolescent; postsecondary services and the LD adult; vocational or job-related skill development; and transition issues and theories. It is concluded that this critical transition period has not been researched enough and that, in spite of many efforts by professionals to join forces to examine this area of need, there is a great deal of disagreement and fragmentation. The citations are categorized into the four groups used in the review and consist of the secondary to postsecondary journal articles, documents, presentations, and books presenting research studies, opinions, teaching methods, and discussion about the secondary to postsecondary transition of LD students. Most documents cited were written after 1980. (CB)

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The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography

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The University of Minnesota Secondary/Postsecondary Transition Project for Learning Disabled Youth is a three year federal research and demonstration project which examines the secondary to postsecondary transition process for learning disabled adolescents and adults' and their families.

The grant is a collaborative effort between the Minneapolis Public Schools, Minneapolis Community College, Minneapolis Technical Institute, eLDA Reading and Math Clinic, and the University of Minnesota--General College. Learning disabled juniors and seniors chosen from the seven Minneapolis Public High Schools will participate in an intervention which will assist them to explore the postsecondary academic or vocational options that are available in the Twin Cities area. This intervention is designed to help LD students examine in greater detail their individual strengths, weaknesses, needs, personal goals, and accommodations, as they mature towards adulthood.

The grant as a whole focuses upon those critical years spanning from the LD individual's junior year in high school to his/her first year in a postsecondary setting. One of our project's primary goals is to observe what happens to these LD students and their families during this formative period.

The focus of the grant and the literature review presented in this bibliography is to highlight key issues which occur during the transition process.

Furthermore, our bibliography incorporated a great deal of information about the broad, loosely-defined topic of "transition", as projected by the current base of professional literature. As the literature review so clearly demonstrates, the idea of transition (and

all its various inter-related facets) is currently receiving a great deal of attention in the field of learning disabilities.

To clarify for the reader many of the interrelated issues that are incorporated into the broad topic of transition, we have examined material for the bibliography primarily from four main sources. They are:

1) Secondary Education and the LD Adolescent
2) Postsecondary Services and the LD Adult
3) Vocational or Job-Related Skill Development
4) Transition Issues and Theories

We will briefly describe these four categories in further detail below.

Secondary Education and the LD Adolescent

One area which has received a great deal of attention previously the field of learning disabilities is that of service delivery for LD adolescents.

This area has been examined by many different professionals in various ways. For example, two older texts continue to provide valuable insight into understanding the complexities often seen in LD adolescents. Cruickshank, Morse, and Johns (1980) explore the many underlying issues that face LD students while they are coping with adolescence using testimoninals from LD students and responses from the professionals who previously worked with them. To read in the LD student's own words about his recollections during high school, in

contrast to the present provides powerful support for continued services for LD students of all ages.

Alley and Deshler's (1979) text is an older one, but still provides a great deal of useful information on the crucial role of the secondary classroom or resource room in LD adolescent development. The authors also discuss many foundational concepts concerning the administering of appropriate assessments and the teaching of reading, writing, spelling and math skills. They also emphasize (as do Cruickshank et al.) the importance of social skill development for LD adolescents.

More contemporary authors like Ensminger (1975) and Guildroy (1981), believe that the development of self-concept, peer group interaction and parental counseling are important links in the advancement of the LD adolescent's intellectual abilities. Cohen (1985) has discussed the prevalence of low-level depression and related psychosocial dysfunctions in his study of 16 LD adolescents. Landers (1984) looks to the parents as important partners in developing LD students' academic skills. She advocates parental guidance with respect to LD students and their homework by establishing routine study times, setting goals for each session, and varying the pace of assistance.

Postsecondary Services/LD Adults

Within this subcategory of our bibliography, the literature dealing with postsecondary education falls into two main groups. One group describes specific examples of service delivery at various postsecondary facilities. The other group looks at various

philosophical issues that impact service delivery to LD postsecondary students.

Examples of the first group of model service delivery projects are the articles by Barsch (1980), Rosenthal (1985), and Barbaro (1982). A major study is also currently underway in the California Community College system (Ostertag, Baker, Howard and Best,1982; Ostertag, et.al., 1986; The Consortium for the Study of the Disabled in the California Community Colleges, 1983). We have found the information from these studies to be very thought provoking. We feel that this material may be significant to the current future and body of knowledge about LD postsecondary education. These studies address critical definitional and service delivery issues with hard data in a consistent, provocative manner. The issues explored include: assessment instruments and strategies, teaching methodologies, and specific services offered at the various facilities. Professionals involved in the study are also trying to create a consistent, workable definition for the LDA (ie Learning Disabled Average) student.

The second group of literature seen in this subcategory discusses service delivery in postsecondary settings primarily from a theoretical perspective. The authors in these articles explore the dilemmas that often surface when trying to provide effective service delivery to LD adults in a postsecondary environment.

Deshler, Schumacher, Lentz and Ellis (1984), Smith (1986), and Vogel (1982) discuss overall trends seen in service delivery for LD adults. All of these authors highlight various considerations that are vital if current postsecondary programming will be successful for LD students.

For example, these authors address the need for clear identification and diagnosis of the LD population. Mellard and Deshler (1984) raise further concerns about assessment of LD adults by discussing major classification errors which may be part of the controversial evaluation process currently used in many facilities.

Other authors look at the amount of support services currently available to LD adult students in postsecondary settings. Putnam (1984) states that LD services are minimal and inadequate at best. Sarns (1986), however, says that services are more available to both learning and physically disabled students on college campuses than in the past. But he is concerned by a complacent attitude which he has observed among handicapped students in higher education. in general

Vocational or Job-Related Skill Development

Vocational options and the development of job skills are seen by many authors as being a critical link in the development of LD children and adolescents as they mature towards adulthood (Mori, 1980; Bencomo and Schafer, 1981; and Brown, 1980).

Perhaps one of the most important links in the chain leading to successful LD employment is that of the Vocational Rehabilitation Counselor. The counselors themselves recognize this and have repeatedly asked for more information about learning disabilities in the workplace (National Joint Committee on Learning Disabilities, 1983).

Other authors see the roles defined by specific employers or related professionals as being another critical link to successful employment for LD adults. Brown (1984) sees much of the

responsibility for the employability of LD adults in the hands of counselors who work with LD students. She discusses the counselor as being an effective liaison between the employer and the student to assist in advocating for practical, appropriate accommodations in the workplace. McKinney and West (1985) go one step further by providing realistic information to dispel myths about learning disabilities and resistance among employers who may hire LD individuals.

Of special interest to LD secondary and postsecondary service providers is the issue of the Journal of Rehabilitation, April/May/June,1985. The entire issue is devoted to learning disabled adults and vocational concerns. The authors speak eloquently to such diverse areas as: the definition of LD, the placement of LD students in training programs and research needs.

The literature in this bibliography concerning vocational skills also describes cooperative service delivery models. For example, Dick (1985) describes a model service project in Kansas City which stresses community cooperation among local school districts, private rehabilitation agencies and an area vocational-technical school. Greenan (1982) explores the need for vocational education to be more accessible to students with learning disabilities by utilizing skill training programs, work-study programs and vocational youth organizations already in place in local facilities.

One innovative pilot project in Fayetteville, Arkansas is discussed by Johnson and Steppe (1984). Project Exploration has developed materials and techniques to meet the vocational needs of LD women.

The Project uses materials based on metacognitive processing and counseling techniques to increase a positive self-concept.

Transition Issues and Theories

The heart of this literature review deals with the successful transition for LD individuals from secondary to postsecondary settings. Although the literature suggests a new era of LD service provision is taking place in the nation's postsecondary institutions (Anderson et al., 1981; Phelps, 1985), clear and consistent guidelines for effective service delivery have yet to be defined (Keogh,1986).

Mick (1985) categorizes services currently available in postsecondary settings in six ways: the tutorial model, the compensatory strategies model, the Adelphi model, the HELOS model, the Bridging model and specialized university courses. She sees the Bridging Model, which relies heavily upon transition efforts, as being the most effective transition model for LD adults.

There are a number of suggestions by many authors, most of whom advocate various approaches to accommodating the needs of LD students in both secondary and postsecondary settings (Gilroy, 1981 and Kahn, 1980). For example, Dexter (1982) suggests extensive pre-college preparation for LD secondary students before high school graduation. Weiner (1975-76) advocates a remedial approach to both reading and writing skills to prepare high school students for college level coursework. Nayman (1982) highlights the vital role that learning centers play in the academic experiences of LD college students. Cox (1977) believes that the role of the LD professional should be one of helping the LD student establish a sense of self-

worth and self-confidence. Markel, Bizer, and Wilhelm (1985) suggest ways to help LD students develop their test-taking skills, especially where standardized entrance exams such as the SAT, are concerned.

Of special interest is one of the newest trends in transition. Various authors has written articles or guidebooks specifically for learning disabled students and their families which deal with choosing a college or other postsecondary facility after high school graduation (Strichart and Mangrum,1985 and Scalfani and Lynch, 1985). Although this literature will need periodic updating, it can provide helpful guidelines and suggestions to clarify the complexities parents and LD students encounter when making critical transition decisions.

Perhaps some of the most provocative material has been written by Gerber (1984 &1985) about his travels to Denmark and the Netherlands to study the transition services of those countries. He agrees heartily with their models which reflect transition as being a life-long adjustment process. Although the Danish and the Dutch systems differ, they both emphasize the continual coordination of effort among the various professionals who work with one LD individual throughout her/his lifetime. This fine-tuning of services that is sensitive to the individual changes and growth of LD individuals is also advocated by the National Joint Committee on Learning Disabilities (1983) in a report concerning issues that need further study in the fields of learning disabilities and vocational rehabilitation. Out of seventeen issues, the number one priority named by the Committee for research was the focus upon transition as a life-long process that spans an LD student's development from elementary school to job placement.

Summary

A significant body of knowledge on the issues of transition for LD students is emerging in the professional literature from a wide variety of sources. So many authors have recently attempted to address this new body of knowledge, that it has almost become a "buzzword" in the last year whenever professionals gather to explore many of the controversies still inherent within the field of LD.

The inherent novelty of transition information itself has both advantages and disadvantages. One main advantage is that a great deal of time and effort is finally being put into an area which has long been neglected with LD individuals and their families. It is truly laudable that so many professionals from such varied backgrounds (e.g. counseling, education, vocational rehabilitation, Adult Basic Education, etc.) are joining forces to examine an area of critical need that has been overlooked in the past.

One disadvantage however, as also seen in this literature review, is the lack of agreement among authors and the fragmentation of approaches that is emerging while the examination of transition issues are taking place. For example, there is no clear consensus as to what "transition" actually is, although many authors allude to the term frequently in various ways throughout the literature. Perhaps, the problems with a clear definition of what constitutes the transition process for LD students co-exists with the equally pressing problem of the LD definition itself. (For further information, see the excellent series of articles in the Journal of Learning Disabilities during 1985-

1986 on "Future Trends in Learning Disabilities" described later in this bibliography.)

However, despite the novelty and lack of consistency in the professional literature , some commonalties are beginning to emerge. First, most authors agree that a learning disability does not go away when the LD child grows up (Buchanan and Wolf, 1986).

Second, many authors are emphasize that the transition period from secondary to postsecondary environments is a critical one. This is because decisions made during this time will impact the the LD student's maturation into adulthood. All authors agree that appropriate services and support must be continued for the LD individual after s/he leaves the relative protection of the secondary environment. However, what truly constitutes "appropriate" services and support, raises differing opinions among LD professionals.

Third, the authors conclude that the current body of knowledge concerning transition is at best preliminary. More information is needed from a variety of sources to truly assist the many professionals who face students (and their families) struggling with the vital questions inherent within the transition process.

The literature review which follows is a beginning step in the documentation and clarification of the many voices speaking to the issues of transition for LD individuals and their families. The following material shows promise in shedding light on this multi-faceted topic. As LD professionals and counselors, we are perhaps only taking our first steps into an arena that will continue to challenge and intrigue us.

Annotation Guide

Our literature review has many annotated citations which can be grouped into four broad categories. These categories were chosen because they summarized the basic themes and ideas related to our grant and our bibliographic presentation We coded each entry in the bibliography by an appropriate category (or categories) to clarify the material for the reader as much as possible. Each code after a specific citation reflects the focus or main ideas of that article. The codes, as listed below, are included in brackets [ ] at the end of each citation to set it off from the rest of the annotation.

(S)	1. Secondary Services/ LD Adolescents
(P)	2. Postsecondary Services/ LD Adults
(V)	3. Vocational or Job Related Skill Development
(T)	4. Various Issues and Theories Dealing With Transition

Those citations concerning information most germane to the LD Transition Project have been discussed in greater depth. We have also highlighted specific material within an article especially useful to LD students, their families and various professionals involved in the transition process from secondary to postsecondary settings whenever possible.

We have also included Notes to the Reader which refer to articles or materials that will be included in future annual Supplements. Everyone who receives this initial Bibliography will be on our mailing list to receive future supplements. We are offering this service because the body of knowledge concerning transition is rapidly growing and evolving. Our review of relevant literature will be updated to reflect these changes in future supplements.

Several individuals have provided valuable assistance to the development of this bibliography. Special thanks are extended to: Bill Margolis, Betty Rune, Nancy Engen-Wedin, and Terry Collins.

Academic Therapy Publications. (1980). Listing of Services for the Postsecondary LD adult. First Edition--1980. Novato, CA. (Eric Document Reproduction Service No. ED 193 850) [P]

A brief pamphlet using charts to pinpoint and clarify information about 60 facilities who provide services for LD adults at postsecondary level. Lists of colleges, self-help groups, publication and relevant organizations are also included.

Adelman, H.S. & Taylor, L. (1985). The future of the LD field: A survey of fundamental concerns. Journal of Learning Disabilities, 18(7), 422. [T, P, U & S]

This is the brief introduction to a useful and provocative series of articles in the Journal of Learning Disabilities created to discuss fundamental concerns that may face many LD professionals in the next 10 years. Various distinguished professionals have contributed articles to the series. These articles provide both valuable information to the field and continue to raise pertinent questions germane to secondary, postsecondary and LD individuals. This series will be highlighted whenever possible in this bibliography. [See Adelman & Taylor, (1985, 1986), Algozzine & Ysseldyke (1986), Smith (1985), Keogh (1986)]

Adelman, H.S. & Taylor, L. (1985). The future of the LD field: A survey of fundamental concerns. Journal of Learning Disabilities, 18(7), 422-427. [S, P, U & T]

The authors received responses from 85 learning disability professionals in response to a questionnaire designed to explore specific areas of concern within the field. The findings are discussed in 5 categories: 1) theory, 2) research, 3) practice, 4) training, and 5) field and policy concerns. Overriding concerns (such as the continuing need to improve theory and research about LD and problems with definitional issues) are explored.

One area of concern seen by the authors was to expand and improve academic vocational, career and self-help programs for LD adolescents and adults.

Adelman, H.S. & Taylor, L. (1986). Summary of the survey of fundamental concerns confronting the LD field. Journal of Learning Disabilities, 19(7), 391-393. [S, P, U & T]

This article is the second part of an earlier article (see Adelman & Taylor, 1985) that explores responses to a survey sent to professionals and practitioners throughout the LD field. The focus of this article is the theory and research, practice, and the training of LD service providers. Of special interest is the expressed need to "expand and improve academic, vocational, career, and self-help programs" for LD adolescents and adults. Furthermore , the survey's respondents also expressed a desire for LD services to be more comprehensive in order to meet the needs of LD individuals at various intervals in their academic and social development.

Alley, G. & Deshler, D. (1979). Teaching the learning disabled adolescent: Strategies and methods Denver, CO: Love Pub. Co. [S]

This text describes clearly and pragmatically many useful techniques and materials for working with LD students in key academic and social areas. Although this has become one of the older works written about LD individuals in secondary settings, it still has many valuable ideas that continue to be applicable. Of special interest are the chapters which discuss foundation concepts concerning the assessment of LD high school students and the importance of working on socialization skills as part of any secondary curriculum. The chapters which provide many ways to work with deficits in reading, writing, math and spelling are also full of excellent suggestions for classroom use.

Algozzine, R. and Ysseldyke, J. E. (1986). The future of the LD field: Screening and diagnosis. Journal of Learning Disabilities, 19(7), 394-398. [T]

This article provides important information to the continuing definitional controversy raging in the field of learning disabilities. The authors have discussed these issues in previous articles, as seen in the summary listed in Table 1. In this article, however, they concisely review current definitional practices and move on to recommendations for the future. Because they see current diagnostic LD services as "flawed and limited", they encourage redirecting efforts to make education in general more sensitive to the needs of low achieving students. An emphasis of preventive services is also advocated. The authors conclude that a new direction, while controversial, is vital in terms of assessment and service delivery for LD individuals and the professionals who serve them.

Anderson, W.R., et al. (1981). Federally funded programs for disabled students: Models for postsecondary campuses: A summary of regional education programs, 1975-80. (Report No. CN: 300-80-0852). District of Columbia: American Council on Education, Washington, D.C. HEATH/ Closer Look Resource Center. (ERIC Document Reproduction Service No. ED 208 796) [P]

Fourteen federally funded Regional Education Programs are described in this document. The 14 original programs are to serve as postsecondary models in terms of service delivery to students (with many disabilities including LD). Each program and institutional setting is described including: goals, history or background of development, staffing, and students served. Recommendations for successful programs and a bibliography are also included. Of special interest to learning disabled service providers are the programs at: San Diego's Mesa College, University of Southern Illinois-Carbondale and Wright State University.

Barbaro, F. (1982). The learning disabled college student: Some considerations in setting objectives. Journal of Learning Disabilities, 15(10), 599-603. [P]

A service delivery model for direct intensive intervention with LD adults at Adelphi University is described. The comprehensive model has a dual focus that encourages both academic and social growth. The author explains the conceptual framework for the Adelphi model and the academic component which includes special admission procedures; a five week summer diagnostic session, special tutors and study skills courses. The social services component and first year experiences of the students are also discussed.

Barsch, J. (1980). Community college: New opportunity for the LD student. Academic Therapy, 15(4), 467-470. [P]

Ventura College has offered comprehensive services for LD adults in a community college setting since 1977. This article briefly describes various unique components that are part of those services. Four special classes were developed which stress perceptual-motor training, individual learning style, counseling in terms of self-adjustments to college, work experience and use of the metronome. Other special features are a continuous assessment model and the use of biofeedback.

Bencomo, A. & Schafer, M. (1984, April/May/June). Remediation & accommodation for clients with learning disabilities. [Special Issue]. Journal of Rehabilitation pp.64-67. [T & U]

The authors discuss the ways in which LD counselors, employers and the LD client can bring about those functional changes that enable the LD person to function in everyday life. There is a discussion of remediation and accommodation with special reference to the determination of need and various types of approaches.

In assessing the degree of remediation, the authors suggest that LD counselors must consider cognitive, environmental or situational factors that may contribute to the client's disability. The authors discuss three methods of remediation. These are: one-to-one remediation, group remediation and remediation through computer instruction. The authors pick no single process as advantageous but rather point out that each approach has its advantages and disadvantages.

The authors also observe that the best accommodation and remediation will be useless if an employer is unwilling to facilitate the necessary procedures and resources for his/her LD employees. Of special interest are their suggestions as to what employers can do to insure that their LD employees function in an efficient and effective manner.

Brown, D. (1980). Proceedings: National meeting of learning disabled adults. District of Columbia: Washington D.C. Presidential Committee on Employment of the Handicapped. (ERIC Document Reproduction Service No. ED 214 339) [P & T]

Proceedings of the meeting are discussed, various topics include: history, current consumer movement, the concerns of national and local groups, ACLD, self advocacy and examples of local groups working with LD adults.

Brown, D. (1984). Employment considerations for learning disabled adults. (Special Issue) Journal of Rehabilitation, pp.74-77. [T & U]

Brown's article emphasizes that LD counselors can successfully integrate LD persons into the workforce by maximizing the LD individual's most advanced or most appropriate job related skills. Brown provides a case study where the LD counselor worked with a

severely dyslexic LD adult and his employer. The counselor advocated the LD individual to continue in his present position as a sales representative. The counselor, the LD employee and the employer were able to work out accommodations that included: 1) the magnetic recording of professional materials, 2) dictation of notes using a secretary and 3) a reader who came in twice a week. These accommodations allowed the LD adult to function in an efficent, positive and productive manner.

Brown's article provides a number of anecdotes concerning how perceived inabilities of LD adults, given the necessary direction, can work in the LD adult's favor.

Brown, D. (1985). Transition from school to work for learning disabled people: An international comparative analysis--United States, Canada, England and Australia. Rehabilitation World, 9(1), 18-23, 46-47. [U & T]

This article describes vocational and academic services for LD adults in four countries: Australia, Canada, England, and the United States. The author briefly compares and contrasts what accommodations are provided for the learning disabled in each country. The past history of services for LD individuals in each country is also discussed.

Buchanan, M. & Wolf, J. S. (1986). A comprehensive study of learning disabled adults. Journal of Learning Disabilities, 19, (1), 34-38. [P]

The characteristics of 33 learning disabled adults (including personal and educational histories and specific test data) are analyzed in this article. One important observation is that many characteristics seen in LD children are still present in adulthood. The implications of these characteristics on LD service delivery and programming are discussed with charts on specific data and two brief case histories. The authors conclude that diagnosing learning disabilities in adults on the basis of discrepancy scores alone may be invalid.

Bumba, R. & Goodin, S. (1986). Appropriateness of academic adjustments for students with learning disabilities: Perceptions of services providers. AHSSPE Bulletin, 4(3), 103-108. [P]

This is a description of a study conducted by the authors to identify the perceptions of the staff who work with LD students in two or four year colleges. The authors wished to explore the staff's

perceptions about which services and academic adjustments should be available to LD students in their facility. A questionnaire using a Likert-type scale was sent to 586 AHSSPPE members. Out of the 255 responses, these conclusions were noted. The respondents agreed that: 1)various adjustments for taking tests (such as extra time, oral answers to essay questions, etc.) should be available to LD students, 2) Proofreaders shouldn't be allowed to change the work of a LD student and 3) individuals with LD should be allowed to have lighter course loads per semester without penalty and not be exempted from academic probation or dismissal policies.

Cohen, J. (1984). The learning disabled university student: Signs and initial screening. NASPA Journal, 3(2), 22-31. [P]

The author explains various characteristics that may be exhibited by university students who are learning disabled. He explores differing deficits seen in these areas: reading or reading comprehension, language dysfunctions, writing or dysgraphia, and math or dyscalcia. He describes the steps involved in an initial screening process and how critical factors are evaluated to form an LD diagnosis.

Of special interest is the author's observation that a part of appropriate recommendations may include psychotherapy as well as academic accommodations and services to meet the total needs of the LD adult student. He emphasizes that when implementing a screening or diagnostic work-up for learning disabilities important psychosocial factors should not be overlooked.

Cohen, J. (1985). Learning disabilities and adolescence: Development considerations. In S.C. Feinstein (Ed.), Adolescent Psychiatry, Development and Clinical Studies, (vol 12, pp.177-195). Chicago: University of Chicago. [S & T]

This is an excellent and comprehensive article, which looks at learning disabilities from a psychiatric perspective. It is a summary of the author's impressions of the impact that learning disabilities have upon adolescents may have a dual focus. The learning disability may be seen in terms of problems related to the cognitive deficit(s) itself and problems relating to the individual's learning disability as seen in various psychological factors. Those observations are based upon the author's own work with 16 LD individuals (ages 16-21). Of special interest is the author's discussion of the prevalence of low-level, chronic depression in LD individuals and how this may be complicated by other psychological factors, such as: low self esteem, the self

perception of being "damaged" and the difficulties with establishing a stable, healthy identity, extensive frustration and anxiety, and a sense of "trauma". The author also explores the areas of accelerated or precocious development, compensatory strategies, rigidity. An extensive list of references is included.

Consortium for the study of learning disabilities in the California community colleges. (1983). Identification and assessment of learning disabled students at the California community colleges: Final Report. Sacramento, CA: California Community Colleges, Office of the Chancellor. (ERIC Document Reproduction Service No. ED 258 602) [P]

This article explains beginning results of a major study to examine the identifying procedures and criteria for LD college students. Part of this study also explores eligibility criteria for Community Colleges with respect to LD services. Overall goals and expected outcomes are explained. In addition, there is a summary of the study's initial findings and recommendations for the future. The sections of the study concerning assessment and differentiation among LD adults maybe of special interest to educators and LD service providers. (Also see Ostertag, 1982 & 1986.)

Cox, S. (1977). The learning disabled adult. Academic Therapy, 13(1), 79-86. [T & U]

The author shares her concerns and experiences about the behavior of some LD individuals. She observes and attributes the behavioral problems of LD persons to be a consequence of limited services or non-existent assessment of an LD individual's disability. Three areas of remediation are considered: 1) identification, 2) individualized adult education, and 3) remediation of associated disorders.

The author concludes that a successful remediation process is one that will seek to rebuild or establish the self-confidence, self-worth and ego of the LD adult. Suggested ways of doing so are the use of assertiveness training and psychotherapy.

Cruickshank, W.M. , Morse W.C., & Johns, J.S. (1980). Learning disabilities: The struggle from adolescence towards adulthood. Syracuse, New York: Syracuse University Press. [S]

This book was one of the first comprehensive works to look at the needs of LD adolescents. Part One discusses many unique characteristics of LD teenagers. Part Two is of special interest as it describes extensive interviews with LD adolescents who frankly share many thoughts and feelings about their past, present and future. Part Three is primarily focussed on teaching LD students in junior and senior high school.

Deshler, D., Schumaker, J.B., Lentz, K., & Ellis, E. (1984). Academic and cognitive intervention for LD adolescents: Part II. Journal of Learning Disabilities, 17(3), 170-179. [P]

This comprehensive article discusses the following academic and cognitive interventions available for LD adolescents: curriculum approaches (such as tutorial, remedial, compensatory or strategic methods), the communication component, the evaluation component and the transition component. Of special interest is the author's discussion of the difficulties LD adolescents face when they become young adults and the delivery (or lack) of transition services. Also, the authors include an extensive list of references.

Dexter, B.L. (1982). Helping learning disabled students prepare for college. Journal of Learning Disabilities, 15(6), 344-346. [P & T]

This is an excellent article about the pre-college needs and preparations of LD students. Dexter suggests that the LD student needs to establish important bonds before beginning the first day of college classes. These include such information as: 1) knowing the location of important resources for LD students on campus (i.e. the campus office for disabled students and the Special Education Department), 2) contacting advisors or the student's college Dean and 3) contacting instructors and teachers before the first day of classes.

Dick, M. (1985). A comprehensive model: Vocational preparation for learning disabled and behaviorally disordered students and vocational assessment and transition objectives. California. (ERIC Document Reproduction Service No. ED 265 727) [V]

This article includes information detailing the techniques and methods used in nuturing job related or workplace skills in LD adults. The authors conducted their research in five Kansas City school districts, five private rehabilitation agencies, and one local area vocational technical institute. Five hundred LD students were involved

in the project. The authors of this project set out to implement a four phase plan, designed to help LD students with the transition from high school to the workplace. The plan included: 1) an evaluation of student needs, 2) vocational preparation, 3) vocational training and 4) a possible follow-up and placement of LD students in the workplace with the help of private, civic and community agencies.

In order to prepare for "real life" job-related experiences, the LD students selected specific career related goals and were given detailed transition objectives that included help with personal appearance, job interviews and job attitudes.

Ensminger, E. E., et al. (1975). Educational considerations for the learning disabled adolescent: Selected papers. Atlanta, GA: Georgia State University, Department of Special Education. (ERIC Document Reproduction Service No. ED 144 330) [S]

This document consists of eleven seminar papers about the LD adolescent. Papers of special interest are those dealing with: self concept, peer groups with special emphasis on grief reaction, parental counseling and reading disabilities.

Frith, G. H. (1984). Rehabilitating learning disabled clients: A model program for adolescents. American Rehabilitation, 10(2), 3-9. [S, U & T]

A model program to provide vocational rehabilitation services to LD clients is described. The program highlighted is the DeKalb County Work Intervention Network (WIN) in rural Alabama. Specific program characteristics and special features are explained, such as cooperation with the local community and the utilization of current tax laws. Potential concerns are noted, but the author concludes that this model has many advantages for LD students after high school graduation.

Garnett, K. (1985). Learning disabilities come of age: Transitions in adulthood. Rehabilitation World. 9, (1), 32-33. [P & T]

This article is concerned with various international approaches toward transitions of LD individuals. The author emphasizes the importance of inter-disciplinary techniques for both academic and vocational transitions of LD adults.

Gerber, P. J. (1984). A study of the school to work transition for learning disabled students and the learning disabled adult in

society in the Netherlands and Denmark. (Report No. GN:22-P-59032/2-02). New Orleans, LA World Rehabilitation Fund, University of New Orleans-Lakefront. (ERIC Document Reproduction Service No. ED 258 382) [T]

This article discusses the author's research about transition services provided in the Netherlands and Denmark. It is of special interest to secondary and postsecondary LD service providers, because the Dutch and the Danish systems treat the entire transition process as "life adjustment" issues that may extend throughout the LD individual's whole life. Though the Dutch and Danish systems differ, they both provide innovative models integrating many relevant professionals in a coordinated effort to serve the individual needs of LD clients. (See also Gerber, 1985.)

Gerber J. G & Reiff, H.B. (1985, Fall). A growing issue for university admissions officers: The learning disabled student. Journal of College Admissions, pp.10-13. [P]

LD students face many hurdles when they take standardized tests required for college entrance. A related problem of equal importance is the difficulty admission officers have interpreting the scores of LD applicants with regard to their strengths and weaknesses. The authors analyzed various policy statements from differing colleges and universities that apply to disabled students. They also examined and listed accommodations for disabled students from the Bulletins of nine standardized entrance examinations that are widely used : (SAT, ACT, GRE, LSAT, MCAT, PCAT, DAT, TOEFL, and the GMAT). A helpful chart which shows non-standard testing procedures for handicapped students is also included in the article.

Of special note to LD service providers are a few of the authors' conclusions: 1) while "75% of all entrance exams address the needs of handicapped candidates, only 37.5% acknowledge LD as a specific handicapping condition", 2) the need for verification of the learning disability is highly inconsistent among these tests, 3) the use of disclaimers may skew the perceptions of staff interpreting test results as admissions criteria for LD individuals.

Gerber, P. J. (1985). Learning disabled students' transition from school to work in the Netherlands and Denmark. Rehabilitation World, 9(1), 12-15. [S,P,U &T]

This article discusses the innovative system of service delivery used for LD teenagers and adults in Denmark and the Netherlands. Both systems are consistent models that provide support for LD individuals as they move from school to vocational settings. Of particular interest are the author's comments about how these systems have possibilities for service delivery in the United States. (See also Gerber, 1984.)

Gerber, P. J. & Mellard, D. (1985). Rehabilitation of learning disabled adults: Recommended research priorities. Journal of Rehabilitation, 51(1), 62-65. [P & V]

This article is a summary of the suggested research priorities compiled from various interested professionals, parents, and staff of related federal agencies. The methods and statistical techniques used to choose priorities are described. Seventeen topics were selected and ranked. Seven final priorities were chosen for further analysis and research. Of special interest are Priorities #1, #2 and #3 which highlighted questions about the condition of LD adults, issues pertaining to social skills, and vocational skills.

Goyette, C., et al. (1985). The learning disabled: A longitudinal study of the transition from school to work. Rehabilitation World, 9(1), 27-28. [S & V]

This article discusses a three year study which looks at the job-oriented goals of LD seniors in a high school setting. The author examines seven pertinent issues for research purposes, including: employment trends, vocational techniques, socio-economic status, self concept, and intellectual ability of participants.

Gray, R. A. (1981). Services for the LD adults: A working paper. Learning Disability Quarterly, 4(4), 426-434. [S & T]

The author describes 25 planning suggestions for LD adults that deal with the following topics: general principles, descriptions and definitions, assessment and content service delivery, research and implications. The author also concludes with two implications for educators. One implication says that LD adults need varied support services to function successfully. The second implication is addressed to elementary and secondary LD teachers. The author seriously questions any elementary or secondary instructional planning that is not related to realistic adult needs. An extensive bibliography is included.

Greenan, J. P. (1982). Probelms and issues in delivering vocational education instruction and support services to students with learning disabilities. Journal of Learning Disabilities, 15(4), 231-235. [U]

The author's main purpose in this article is to share information that will make vocational education more accessible to LD students. He suggests that skill training programs, work-study programs and vocational youth organizations be encouraged to work with LD individuals. He also discusses various problems and issues with his recommendations. These include: attitudes, personnel preparation, funding, inter-agency cooperation and agreements.

Guildroy, J. (1981, Summer). The Learning disabled college applicant. The College Board Review, (120), 17,29-30. [S, P, U & T]

This article observes the LD adolescent's transition from a secondary to a postsecondary environment from the perspective of parents, secondary and postsecondary counselors and psychologists. Problems are briefly described that the LD student and his/hers parents may face. Suggestions and advice are given in a brief case study.

Haig, J. & Patterson, B. H. (1980). An overview of adult learning disability. Paper presented at the Annual Meeting of the Western College Reading Association in San Francisco, CA, in March 27-30. [P]

The author presents a discussion of several major areas concerning LD adults, including: definition, characteristics, appropriate professional literature and Adult Basic Education. A concise annotated bibliography is included. One local community college program that focuses on the needs of the LD adult is also described.

Hartmen, R.C. & Krulwich, M.T. (1983). Learning disabled adults in postsecondary education. (Report No. CN: 300-80-0857). District of Columbia: American Council on Education, Washington D.C. HEATH/ Closer Look Resource Center. (ERIC Document Reproduction Service No. ED 238 239) [P]

This document serves as a short, concise overview of many issues relevant to the postsecondary education of LD adults. In layman's terms, it briefly defines LD and includes a useful checklist of characteristics that LD adults may exhibit. It touches on LD service

provision in a college setting, with emphasis on where and how to get information, the importance of planning ahead, social issues, standardized testing, taped texts, related organizations or self-help groups and includes a limited bibliography.

Of special interest is a 1983 list of postsecondary facilities which provided such helpful information as the name of a contact person for disabled students, the amount of tuition charged and the institution's specific LD admissions policy.

Herum, J. (1982). A college professor as a reluctant learner: Facing up to the learning disabled. The HELDS Project, Central Washington University, Ellensburg, WA. [P]

This is one booklet from a series of 17 useful booklets about specific postsecondary subject areas. The series was initiated by the HELDS Project, one of the first federal projects to look at the needs of LD students in a college setting. The author is an English instructor and a novice himself in the area of learning disabilities. He has written clearly in lay terms about many myths and practical techniques to assist LD students in a typical English class, without lowering the instructor's standards. The appendices contain a sample English syllabus and a helpful behavioral checklist for LD adults. Of special interest is the concise discussion of a workable definition of learning disabilities in the beginning of the text.

** Note to the Reader: Further information about other materials and booklets from the HELDS Project will be available in future supplements of this Bibliography.

Johnson, C. & Steppe, A. (1984). Project Exploration: Search for Self. University of Arkansas, Fayetteville, AR. [P & U]

Project Exploration is a pilot program to develop materials and techniques appropriate for the vocational needs of LD women. This book explains the project and its various activites used with the participants. The theoretical concepts of metacognitive process are discussed and related materials created (i.e. group processing, one on one counseling, etc.) to enhance decision making are explained. Of special interest are various examples of assessment materials, inventories, and other activities which were successful with the women. A bibliography is also included.

Johnston, C. (1984). The learning disabled adolescent and young adult: An overview and critique of current practices. Journal of Learning Disabilities,17(7), 386-391. [S]

The author explores various academic and social characteristics of LD adolescents and adults. For example, he states that the most recognizable trait observed with this population is defianetly retaining information. He describes current assessment and educational services available in both high school and college settings. Research topics are briefly analyzed and summarized. The author concludes that there is no consensus concerning identification, assessment or programming for LD teens and adults and that there is a crucial need for information about this population.

Kahn, M. (1980). Learning problems of the secondary and junior college learning disabled student: Suggested remedies. Journal of Learning Disabilities, 3(8), 40-44. [P & S]

This article consists of an outline of specific learning and behavioral characteristics exhibited by learning disabled individuals. Each section also briefly outlines suggestions to compensate for different LD problems. Although the list seems fairly inclusive, this article should be viewed primarily as a skeleton of terms to be expanded by further discussion or professional expertise.

Keogh, B. K. (1986). Future of the LD field: Research and practice. Journal of Learning Disabilities, 19,(8), 455-459. [T]

This is the second article in a series of articles that looks at relevant issues and theories in the field of learning disabilities. The author describes the quality of research in the field in terms of four questions: 1) Can LD be clearly and reliably differentiated from other mild handicaps? (2) Can conceptual and relevant distinctions be identified within a learning disability? (3) Can treatment conditions be linked? (4) What are the social and cultural influences on LD. The author also explores how research and definitional issues strongly impact service delivery to LD individuals.

Landers, M. (1984). Helping the LD child with homework: Ten tips. Academic Therapy, 20(2), 209-215. [S & P]

Although focusing on parents of LD children who want to help their children with homework, some of this article has information

which may be useful for LD students and people who work with LD people in a secondary or postsecondary setting. These tips may be applicable for peer tutors or other professionals who work with older LD students. Examples of appropriate tips are to establish a routine, set session goals, vary the pace of the tutoring session. The listed references may also be helpful to peer tutors.

Leach, L.N. & Harmon, A.S. (1986). Annotated bibliography on transition from school to work. Transition Institute at Illinois. [S,P,U & T]

A bibliography of over 400 sources concerning transition to work with respect to LD and handicapped persons.

Makas, E. (1981). Perspectives. Washington D.C, Georgetown University. [T]

Perspectives is one booklet in a series that discusses attitudes, myths and facts about LD individuals. Suggestions and resources are also provided.

Makas, E. Comp. (1981). Attitudes & disability: An annotated bibliography, 1975-1981. (Report No. GN: G00-800-5333). Washington, DC: George Washington University, Regional Rehabilitation Research Institute on Attitudinal, Legal & Leisure Barriers. (ERIC Document Reproduction Service No. ED 218 855) [T]

An extensive annotated bibliography that lists 1,000 sources of material about attitudes and disabilities. Of special interest are sources dealing with LD, attitudes of disabled people about themselves, family members, education, educational professionals, and specific interventions to change attitude, and instruments to measure these attitudes.

Malcom, J. (1979). Individual instruction programs for LD adults: An evaluation continued. Educational Institute of British Columbia. Vancouver Community College, Vancouver, B.C. [S & U]

This article is a brief description of a study to upgrade the educational level of LD students by emphasizing pre-employment skills, vocational abilities, oral and written comprehension, math and spelling. Students were given both a pre- and post-writing assessment which showed differences in writing between male and female subjects who participated in the study.

Markel, G., Bizer. L., & Wilhelm, R. M. (1985). The LD adolescent and the SAT. Academic Therapy, 20(4), 397-409. [S, P & T]

For most teenagers, the SAT can be a frightening experience. This is especially the case for an LD high school student taking a major examination that will shape his/her entire academic career. The authors propose that teachers and parents can prepare the LD high school student for the SAT by 1) helping students prepare for and cope with SAT pressure, 2) making special arrangements so that students can do their best on this college admission test and 3) developing comprehensive long-term preparation plans. The authors include methods with which LD students, parents and teachers can develop their academic and test taking skills in these three areas.

Mays, F. & Imel, S. (1982). Adult learning disabilities: Overview ERIC fact sheet No.9. Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education. (ERIC Document Reproduction Service No. ED 237797) [T]

A brief handout that explains facts, detection, diagnosis and strategies of/for LD adults. A short bibliography and other resources such as appropriate groups or agencies are included.

McKinney, L. A. & West, C. (1985). Extending horizons: Employers as partners. Research and Development Series No. 257E. Columbus, OH: Ohio State University. National Center for Research in Vocational Education. (ERIC Document Reproduction Document Service No. 260-241) [V]

This document has a number of parts which provide information for employers about hiring the handicapped. The article contains basic facts and attacks myths about hiring handicapped workers. There is also a brief description of 10 disabling conditions and specific concerns, such as how to adapt workstations and remove or model architectual barriers. Charts of specific data and a brief bibliography are included.

**Note to the reader: On page eleven there is a concise discussion of LD employees and their needs that would be especially useful for employers.

Mellard, D. & Deshler, D. (1984). Modeling the condition of learning disabilities on postsecondary populations. Educational Psychologist, 19(3), 188-197. [P]

This article looks in depth at one of the current controversies in the field of learning disabilities as it applies specifically to adult students: thats how and why LD adults are identified to receive postsecondary services. Some major classification decision errors inherent within the LD identification process are disucssed. Other major conceptual issues are discussed with reference to various clinical statistical models. The authors list other problems to be addressed in postsecondary systems. Future directions are also suggested.

Mick, L. B. (1985). Connecting links between secondary and postsecondary programs for learning disabled individuals. Journal of College Student Personnel, pp.463-465. [S & P]

Mick provides a brief look at service delivery models for LD students, especially as they are seen in postsecondary settings. The author uses these categories to look at service delivery: the tutorial model, the compensatory strategies model, the Adelphi model, the HELDS model, the linking or Bridging model and special university courses.

Minskoff, E. H. (1982). Training LD students to cope with the everyday world. Academic Therapy, 17(3), 311-316. [P & S]

Social competence is stressed by the authors as necessary to help LD students function in the everyday world. She advocates a functional approach towards education that emphasizes social skills with instruction in these areas : 1) functional academics (i.e., reading and math), 2) social information, 3) verbal social skills and 4) nonverbal social skills. Specific teaching techniques are discussed in each area.

Mori, A. A. (1980). Career education for the learning disabled: Where are we now? Learning Disability Quarterly, (3), 91-101. [U]

The majority of this article is a description of a secondary career education model, which includes short descriptions of the assessment phase, programs and services, and the development of career cluster specialization at various sites.

The author discusses the importance of career education for the LD student. After briefly defining career education, Mori explains the priority of occupational preparation versus the remedial academic model currently used in many high schools. He emphasizes the importance of cooperation between vocational and special education.

National Joint Committee on Learning Disabilities. (1983). Learning disabilities: The needs of adults with learning disabilities. A Position Paper of the National Joint Committee on Learning Disabilities. (ERIC Document Reproduction Service No. ED 235 642) [P, U & T]

This paper discusses fundamental issues and problems currently germane to LD adults. Many problems are outlined including difficulties with appropriate assessment and lack of understanding for the socio-emotional needs of LD adults. Five recommendations are suggested. The author asks specifically for transition services and programs for LD individuals from elementary to postsecondary academic or job training programs as needed.

Nayman, R.L. (1982). College learning assistance services and the learning disabled college student. In M.R. Schmidt & H.Z. Sprandel. New Directions for Student Services: Helping the Learning Disabled Student (no.18, pp. 69-85). San Francisco: Jossey Bass. [P]

The article discusses the crucial role of college learning center in the academic and intellectual development of LD college students.

The author feels that the Learning Center and its staff should play consultative and/or assistive roles, as advocates, educators, catalysts and as collaborators, to help LD students avail themselves of the best diagnosis available. Of special interest are interventions recommended by the author, dealing with remediation and accommodation in general, but also with special applications for auditory and visual accommodations.

The authors observe that many institutions are still far behind in meeting the requirements of Section 504 of the Rehabilitation Act of 1973, but also note that many institutions are making it more probable for LD students to receive a postsecondary degree.

Ostertag, B., Baker, R. E., Howard, R. F., & Best, L. (1982). Learning disabled programs in California community colleges. Journal of Learning Disabilities, 15(9), 535-538. [P]

This article explains the results of a survey sent to 106 California Community Colleges asking for information about services delivered to LD adolescents and adults in those facilities. Results of the survey are explained with charts of specific program data, general program

characteristics, identification and assessment tools used. A brief discussion of the results includes recommendations for LD services in a community college setting.

Ostertag, B., et al (1986). Services for learning disabled adults in California's community colleges. California. (ERIC Document Reproduction Service No. ED 265 892) [P]

This extensive article describes material from the current study of LD service providers in the California community colleges. It examines in detail the following topics: assessment strategies, teaching methodologies and materials, specific services offered in various facilities, and different delivery systems available in the 106 community colleges. Of special interest are the sections which discuss empirical data and the re-examination and development of an LDA (Learning Disabled Average) definition.

Pattschull, P. (1980). Adult education special demonstration project. Special needs group-handicapped: Development of appropriation services for the learning disabled (Report No. GN: 80-5). Wheat Ridge, CO: CSPS Foundation. (ERIC Document Reproduction Service No. ED 201 762)

This article is a description of a ABE service project for LD adults enrolled in Adult Education Programs. All clients had academic achievement grade levels in the 4-9 range. Specific services, a list of remedial materials and sample case studies are described. A brief literature is included.

Phelps, M. (1985). Compendium of Project Profiles. Transition Institute at Illinois, Champaign Ill. [U & P]

This monograph lists briefs profiles of the 105 demonstration projects currently funded by the U.S. Department of Education, Office of Special Educators and Rehabilitative Services under the Transition Initiative. Each profile covers target audiences, program purposes, current activities, evaluation, various program materials and cooperating agencies. Of special interest are the profiles that address the vocational and/or postsecondary needs of LD adults currently being explored by different projects. All profiles include a mailing address, a contact person and a phone number for further information.

President's Committee on Employment of the Handicapped. (1979). Learning disability: Not just a problem children outgrow. District of Columbia, Washington D.C. (ERIC Document Reproduction Service No. ED 185 744) [P]

This document consists of three short papers about LD adults and resources available for them. Poems and short essays from LD adults themselves about their disabilities are shown. One paper explores why an LD woman developed an organization to provide educational, counseling and referral services for learning disabled individuals. All three papers share a personalized perspective about LD.

Putnam, M.L. (1984). Postsecondary education for learning disabled students: A review of the literature. Journal of College Student Personnel, pp.68-75. [P & T]

Putnam has reviewed extensively the literature concerning the LD college student and the implementation of services required by the Education for All Handicapped Children Act (1977) and the Vocational Rehabilitation Act of 1973.

The author notes that services for LD college students are minimal and inadequate, at best, which he attributes to the primary emphasis of remediation placed on secondary and elementary LD students, the lack of understanding of LD and insufficient programs for LD college students. Four major reasons cited for these shortcomings are: 1) general costs, 2) perception of a college education as nonessential, 3) traditional concern for academic excellence 4) the lack of awareness of the incidence and needs of LD students on the part of many college program personnel. Also mentioned is that LD college students can be better served by postsecondary institutions when they do not have discriminatory admission requirements, and have better services for LD students as well as in adddition modification of curricula to meet the needs of LD student and a greater awareness by both university administrators and instructors about learning disabilities is needed.

The author concludes that "until some consensus or judicial precedent is set, colleges and universities must respond to such problems on an individual basis". A bibliography of resources is included.

Rosenthal, I. (1985). A career development program for learning disabled college students. Journal of Counseling and Development, 63, 308-310. [P]

This is a brief synopsis of the goals and strategies of the federally funded Child Service Demonstration Center (CSDC) at the Learning Opportunities Center of Kingsborough Community College in New York.

The CSDC is a three year project which work with 25 students, previously diagnosed as being LD, who were referred for diagnosis to the project by a faculty member. These students underwent planning considerations that took into account "five major cognitive, affective and motivational considerations related to the characteristics of the learning disabled" (i.e. cognition and attention, reality testing, sense of self, visual imagery and learned helplessness). The author explains the procedures undertaken to help the LD students overcome, understand and plan a future development program suited to their academic skills and interests. The author notes that the most important gains as observed by the project's staff was the LD student's ability to rationally articulate and gather information about future career decisions, whereas previous career choices were usually chosen by either parents or a peer group.

Sarns, J. (1986). Then was then: Now is now. AHSSPE Bulletin, 4(3), 80-83. [P]

This article discusses in a concise, powerful way how service delivery has changed for many students with physical and learning disabilities at colleges nationwide. It traces how services have become more available to disabled students, as more and more of these students seek out higher education. The author noted a recent trend of complacency by some disabled students. However this trend is complicated by the additional challenges of programs to effectively provide services within the bureaucracies of many college communities. The author concludes that disabled students must work within, and hence become part of, their chosen college environment. Only then, he feels, will services for disabled students continue to grow and prosper.

Schneider, B. H. & Byrne, B. M. (1984). Predictors of successful transition from self-contained special education to regular class settings. Psychology in the Schools, 21, 375-380. [S]

This study looks at the adjustment of 129 mentally retarded and learning disabled children in Ontario, Canada to mainstreamed settings. Elementary classroom teachers completed a questionnaire about their satisfaction concerning the students progress. Two points from this study may be of interest: 1) IQ data did not predict satisfactory student

adjustment 2) After Sixth grade, the students had more problems coping with both academic and social demands in school.

Sclafani, A. J. & Lynch, M. J. (1985). College guide for students with learning disabilities: 1985-1986. Laurel Publications, New York, NY. [T]

This is a guide developed to assist LD high school students, their parents, and teachers in the selection of an appropriate postsecondary educational institution. It uses a simple, pragmatic tone to cover such realistic issues as: choosing a college, using timetables and calendars to assist in planning, various admissions procedures and tests requirements, personal visits and evaluations of a chosen institution. Of special interest is the section which lists many colleges that provide services to LD students.

**Note to the Reader: This is one college guide for LD students which the authors of this bibliography feel is an example of the numerous guides to postsecondary education currently available. It should be noted that these guides vary widely in the completeness and validity of information described for different institutions. The variability of the guides may limit their usefulness to LD students and their families. It is not the intent of the authors of this bibliography to recommend certain guides over others, but to reflect the trend of this type of material. Further guides will be discussed in future supplements of this bibliography.

Sedita, J. (1980). Section 504: Help for the learning disabled college student. Massachusetts. (ERIC Document Reproduction Service No. ED 207 412) [P]

Sedita gives an in depth look at what the passage of Section 504 of the Rehabilitation Act Amendments of 1973 means for the LD college student. The author describes and makes recommendations concerning a number of topics including: nondiscriminatory admission requirements, academic adjustments, auxiliary aids and the administration and enforcement of the guidelines mandated by the establishment of Section 504. Sedita also discusses the implementation costs of Section 504 (which she believes can be minimized by drawing on existing resources) and how the attitudes of instructors, counselors and the general public must change from ignorance and intolerance to accommodation and acceptance of a learning disability.

The author encourages more research in the area of LD assessment and the promotion of greater awareness of LD in the general public.

Seitz, S. & Scheerer, J. (1983). Learning disabilities: Introduction and strategies for college teaching. Massachusetts. (ERIC Reproduction Service No. ED 235 864) [S & P]

This article deals with educating community college instructors about the difficulties LD students face in successfully completing their secondary education, as compared to their non-LD peers. The article provides some suggestions for teaching LD students and also provides the LD students themselves with a plan or strategy for coping with a learning disability.

The authors identify particular strategies for LD individuals to follow, such as understanding the past, keeping healthy, goal setting and organization. They feel that these are necessary and important areas of growth and maturation in the LD college student experience.

Smith, C. (1986). The future of the LD field: Intervention approaches. Journal of Learning Disabilities, 19(8), 461-472. [S & P]

A comprehensive article which reviews past and present trends in service delivery for LD children and adults. One excellent section summarizes adolescent and adult interventions. Other areas of exploration include: medically related services, neuropsychological interventions, family support services and preventive service delivery models. An extensive list of references is included in the article.

Stalcup, R. & Freeman, M. A. (1980, Spring). Serving the learning disabled student in the community college. Community College Frontiers, 8, 36-38. [P]

This article looks at how community colleges address the needs of learning disabled students. Examples are program accessibility and specific accommodations. The incidence of LD students in community colleges is discussed. Service delivery is also explored with references to specific programs in Minnesota. A short bibliography ends the article.

Strichart, S. S. & Mangrum II, C. T. (1985). Selecting a college for the LD student. Academic Therapy, 20(4), 475-479. [P & T]

A short discussion of factors LD adolescents/adults and their families should consider when choosing a postsecondary facility. These factors include: special admission policies, diagnostic testing and prescriptive planning, special advising, basic skill remediation, subject area tutoring, special courses, various auxiliary aids and services, and counseling services.

Swan, R. (1982). Reflections on a first year of a pilot program for learning disabled adults. Journal for Special Educators,18(3), 64-68. [U]

A brief synopsis of the components of a pilot program at the Educational Clinic which works with LD adults from age 21-33. The program has five main functions: assessment, remediation, counseling, intervention and coordination. The author also personally reflects upon the need for support groups and expectations of steady progress with this population, the sophisticated survival/manipulation skills these students possess. He also observes that LD students are typically admitted to colleges later in life than their non-disabled peers.

Vogel, S. (1982). On developing LD college programs. Journal of Learning Disabilities,15(9), 518-522. [P]

This article is written to help universities and colleges design academic programs that will meet the requirements of Rehabilitation Act 504 and the needs of LD college students.

The author observes that many LD students are afraid to admit they even have a disabilty and many are unaware of their disability. Thus, before academic programs for the learning disabled can be initiated, there must be a more succinct identification and assessment of the LD population. Areas of special interest for college planners include: the planning phase, special needs of LD students, programmming considerations, and communication considerations.

Weiner, E. (1975-76). Transition to college for LD students. Academic Therapy, 21(2), 199-203. [T]

A short discussion of one high school program for LD students in West Newton, Massachusetts. This program was originally developed to determine whether remediation of reading and writing skills would be helped at the high school level. The author describes how the program prepares LD students for college with instructional interventions such as an emphasis on writing assignments, preparing for college entrance

exams and informational interviews with college entrance advisors. She concludes that a significant proportion of LD students can succeed in college, especially with extra help in high school reading and writing.

Weisgerber, R. A & Rubin, D. (1985). Social solutions for school-to-work transition. Palo Alto, CA: American Institute for Research in Behavioral Sciences. (ERIC Document Reproduction Service No. ED 257 260) [S & T]

A presentation about Social Solutions Curriculum, including: the development of eleven problem areas, learning activity cards, group study units, media used and a personal group plan. This curriculum was designed to assist LD, mildly retarded and ED adolescents in their transition from high school to the community.

Yanok, J. (1985,Summer). Modifying academic requirements for learning disabled students enrolled in teacher education programs. Teacher Education, 21, 19-27. [P & U]

The author discusses and outlines his strategies for training students with physical and learning disabilities in teacher training programs. He notes that citizens have lobbyed state legislatures to invoke more stringent college entrance requirements. At the same time, many states also are requiring teachers to take competency tests in order to assess basic teaching abilities and skills. This, according to the author, can cause future hurdles for the teacher trainee with a learning disability because the competency tests may discriminate against persons with LD.

The article proposes "equitable guidelines and procedures for ensuring quality and pre-service training" for LD students. It makes recommendations concerning the examination of teachers who are learning disabled with respect to teacher competency tests. These recommendations are: 1) allowing for extended or untimed tests, 2) administering the exam in a special location, 3) providing copies of the exam in large type for LD persons and in Braille for the visually impaired. 4) permitting students to clarify questions and rephrase them in their own words before responding, 5) omitting unfair test items 6) and pro-rating credit.

Yanok believes that academic integrity will not be sacrificed when accommodations are given to those teachers who are themselves disabled, as long as the educational institution clearly outlines its expectations and support for all disabled students.